



**The King Fahad Academy**

**Princess Fadwa Centre for Additional Learning Support**

**Special Education and Learning Support Policy**

# Princess Fadwa Centre for Additional Learning Support

Reviewed September 2018; to be reviewed September 2019

## Introduction

The King Fahad Academy aims to provide a bilingual international education with an Islamic ethos to students aged 3 – 18 years. We are committed to helping all students realise their full potential and become well-balanced, productive citizens who appreciate the multicultural world in which we live. We employ our skills and expertise to nurture our students holistically, in terms of their intellectual, emotional, physical, social and spiritual development through a challenging and balanced curriculum. Our Vision is for The King Fahad Academy to be an exemplary professional learning community where children reap the benefits of an international, balanced, faith-based education.

This Policy has been drawn up in the light of the guidance laid out in the “Special Educational Needs and Disabilities Code of Practice: 0-25 Years” (Published by the Department for Education and the Department of Health, July 2014). The Academy’s provision in this area is based in the work of the Princess Fadwa Centre for Additional Learning Support in the Bromyard Avenue Building (Primary Section)

## Aims and objectives

In support of the Academy’s bi-lingual structure, its Teaching and Learning, Assessment and Language Policies and its aim to help all students realise their full potential, Princess Fadwa Centre for Additional Learning Support aims

- To support the route by which a pupil’s special educational or learning support can be identified, assessed, planned, enacted and reviewed
  - If, after observations, further assessments are required, a Lucid test will be undertaken once parental permission has been sought and confirmed.
- To support pupils where appropriate who are in need of special educational or learning support whether in Arabic or English up to a maximum of five sessions per week
- . To support pupils where appropriate who are in need of special educational or learning support whether in Arabic or English. If the referral form, the observations and the results of the Lucid Tests confirm that there is likely to be a special educational or learning support need then the SEN team provide support up to a maximum of five lessons per week until the External Professional Report or other assessment is completed. On receipt of the External Professional Report or other assessment, the SENCO will agree with the class or subject teacher what level of support is necessary and this will be included in the pupil’s Way Forward Plan (WFP) – no support will be provided unless it is agreed in the WFP
- To work in collaboration with the class and subject teachers to provide the information, training and guidance for teachers and parents of those pupils who are identified as being in need of special educational or learning support

- To provide sufficient and appropriately trained and qualified staff for the provision of special educational and learning support where it is required

#### Identifying Special Educational and Learning Support Needs

It is expected that pupils will only be identified as being in need of special educational and learning support once they have not made adequate progress following the application of all appropriate interventions and adjustments by the teacher as well as good quality personalized teaching. Working in collaboration with the class and subject teachers, the SENCO and SEN Team will seek to identify and the support pupils with special educational and learning support needs in the following four areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

In doing so, the SENCO and SEN Team support the class teacher in the assessing the child, planning a response, supporting the implementation of that plan and then supporting the subsequent review. This programme of response will encompass the needs of the whole child and not just focus on his or her special educational and learning support needs. Internal assessment tools available to the SEN Team (for which they are qualified to use) include the Junior and Senior Dyslexia Screening Test (DST), the Detailed Assessment of Speed of Handwriting (DASH), Wide Ranging Intelligence Test (WRIT) and other informal assessments in Arabic.

#### A Graduated Response to Special Educational and Learning Support Needs

The first line of response to the appearance of any special educational and learning support need comes from the class or subject teacher. This will come in the form of differentiation and in line with the expectation that they will support the learning of all pupils in their care. All teachers are responsible and accountable for the progress and development of the pupils in their class group, including where pupils gain access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational or learning support needs.

All staff at the King Fahad Academy are regularly reviewed and provided with appropriate continuing professional development (CPD). This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Once a child is referred by his/her teacher, the relevant teacher and the SENCO and/or a member of the SEN Team will consider all the evidence about the pupil's progress alongside our expectations of his/her progress. This should include high quality and accurate formative assessment. The "assess/plan/do/ review" process is then managed by the class or subject teacher supported by the SENCO or a member of the SEN Team. This may include a recommendation to undertake additional assessments using outside agencies or professionals (any costs for which must be borne by the parents of the child).

No later than the beginning of the assessment stage of the process, contact will be made by the class or subject teacher with the parents of the pupil concerned and permission must be requested for any

formal assessments to take place. Parents must also be kept informed of the progress of the SEN cycle. This should be achieved by the Class Teacher supported by the SENCO or a member of the SEN Team.

The class or subject teacher will also ensure that the pupil concerned knows and understands what is taking place. His or her views will also be sought about the process and his/her experiences.

Managing the Special and Educational and Learning Support Needs of the Pupils

### **Stage 1 – Assess**

Having exhausted other avenues (as outlined above), the class or subject teacher completes a Referral Form in which his or her concerns about a pupil are outlined. This is then discussed with the SEN Team after which an observation may be arranged by a member of the SEN Team.

### **Stage 2 – Plan**

The member of the SEN Team who has observed the pupil will then meet with the class or subject teacher and together agree a Way Forward Plan. This may include further assessment, continued observation and specific intervention by the class/subject teacher and/or a member of the SEN Team. The Way Forward Plan (WFP) will be drawn up by the class/subject teacher and agreed by the SEN Team. The class/subject teacher will then communicate with parents.

### **Stage 3 – Do**

The Way Forward Plan (WFP) will then be put into action. Updating the plan and recording lesson notes and further observations will be undertaken by the class/subject teacher and/or a member of the SEN Team. These will be shared with all the relevant staff.

### **Stage 4 – Review**

The class/subject teacher will lead a review of the child's progress and update the WFP at least termly. Parents will receive a separate SEN Report from a member of the SEN Team if

the WFP stipulates such involvement. The review process must ensure that the correct number of support lessons is being provided. This will be reported to parents accordingly.

Education, Health and Care (EHC) needs assessments and plans

Where required, the Academy will act in accordance with the EHC Plan guidance as outlined "Special Educational Needs and Disabilities Code of Practice: 0-25 Years" (Published by the Department for Education and the Department of Health, July 2014) – pages 141-206.

### **Confidentiality**

All members of staff with access to the records of the Princess Fadwa Centre for Additional Learning Support are required to sign and abide by a Non-Disclosure Agreement. All members of the teaching staff are required to sign this agreement. All relevant files are maintained as hard copies in files in locked cabinets in the SEN and Learning Support Room. Members of the SEN Team maintain a log of their work with pupils on secure ipads and these are linked to the SEN Pool on the School System. This Pool has several layers of password security depending on agreed levels of access.




**Please also complete the form overleaf to help ensure that all relevant points are made:**

**Teacher Identification of Student Concerns**

<b>Learning Concerns</b>	<b>Tick</b>	<b>Learning Concerns</b>	<b>Tick</b>
Under-achieving		Organisation of thoughts	
Reading- decoding		Vision	
Reading – fluency		Visual Memory	
Phonological Awareness		Ability to follow simple instructions	
Comprehension- factual		Ability to follow complex instructions	
Comprehension- main idea		Needs instructions broken down	
Comprehension- inferential		Presentation – layout	
Vocabulary		Fine motor skills (handwriting)	
Spelling Skills		Gross Motor skills	
Writing Skills (sentences, essays etc)		Spatial skills (L/R, bearings)	
Grammar		Reversals (b/d, p/q)	
Mathematics- concepts		Relevant content	
Mathematics- computation		Speech- articulation	
Information Processing		Expressive Language	
Attention to task		Repetitive Language	
Retention of information taught		Verbal participation in class	
Short- term auditory memory		Independent learning	
Hearing		Confidence	
Listening skills		Self- esteem	
Auditory Discrimination		Homework- completion	
Sequencing – auditory		Homework- accuracy	
Sequencing- visual		Homework- consistency	
<b>Behavioural/Emotional Concerns</b>	<b>Tick</b>	<b>Behavioural/Emotional Concerns</b>	<b>Tick</b>
Inappropriate behaviour		Easily frustrated	
Inappropriate verbal participation		Gives up easily	
Calling out in class (turn taking)		Difficulty adjusting to change	
Leaving seat		Bullying behaviour	
Concentration		Bullied	
Easily distracted		Loner	
Hyperactive		Fearful	
Self-control		Vulnerable	
Demanding		Confidence	
Cooperation		Self esteem	
Team Work		Social skills- relationship with peers	

Reliance on peer support		Social skills- relationship with adults	
Refusal of peer support		Immature behaviour	
Refusal of adult support		Respect	
Self-harm		Motivation	
Health		Organisational Skills (loses materials)	
Family Issues		Attendance and/or Punctuality(please circle)	

**Other concerns regarding physical or emotional needs/other comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Appendix B – The King Fahad Academy -Princess Fadwa Centre for Additional Learning Support Referral Checklist

**The King Fahad Academy  
Princess Fadwa Centre for Additional Learning Support**

Referral Checklist

Pupil name: \_\_\_\_\_

D.O.B: \_\_\_\_\_

Class teacher: \_\_\_\_\_

Date completed: \_\_\_\_\_

Have concerns been discussed with parents?	<input type="checkbox"/>
What is the nature of the concern?	<input type="checkbox"/>
What is the evidence for this? (Assessment, free work, comparison with age equivalent work etc)	<input type="checkbox"/>
What interventions have been attempted already and with what success?	

	<input type="checkbox"/>
Has this issue been discussed with previous or specialist teachers? What is their feedback?	<input type="checkbox"/>
Do we have pupil's most recent report?	<input type="checkbox"/>
Are there any health or medical issues?	<input type="checkbox"/>
What are the views of the pupil?	<input type="checkbox"/>

Key points from discussion with other staff including teaching assistants

- 
- 

Key points from discussion with parents/carers

- 
- 
- 

Key points from discussion with pupil

- 
- 
- 

Date discussed with SEN Team: \_\_\_\_\_

Next Steps:

No further action	
Additional differentiation by teacher	
Observation by member of SEN Team	

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Outcome of observation


Signed: \_\_\_\_\_ Date: \_\_\_\_\_



*Appendix C – The King Fahad Academy- Princess Fadwa Centre for Additional Learning Support Way Forward Plan*

## **The King Fahad Academy Princess Fadwa Centre for Additional Learning Support**

### **Way Forward Plan**

Name:	Class:	Class Teacher:	Support Staff
D.O.B.:	Report Date:		
Implementation of WFP by:	Review:		
Teaching Staff:	Short Term aim :		

<b>Target</b> (What we want to achieve)	<b>Rationale/Baseline data</b> (Why this target has been identified, evidence)	<b>Summary of Curriculum Adaptation of Teaching Strategies and Resources</b> (What we will do and resources we will use)	<b>Outcome/next steps</b> (Was the target met? What next?)

